iLit
inspireLiteracy

My Resources

Planning for Success
Wondering what you should do first as you prepare to teach with iLit? Use this guide!

Instructional Model
Check out this handy overview of the iLit instructional model.

Teacher Self Check
Want to know how to track your progress? Use this self-check tool to guide you as you become an iLit expert.

Digital Paths
Need to know how to navigate and incorporate features and resources? Follow the Digital Paths to learn how!

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my SAVVAS Training

www.mSavvasTraining.com
A **one-stop, 24-hour training website** with thousands of Savvas resources

iLit inspire Literacy
Teacher TabLit

iLit
Download the apps from the App Store on your tablet or access iLit on a browser:
TeachiLit.com
LearniLit.com
ProjectiLit.com

iLit Professional Learning Community

iLitPLC.com
Join forces with other iLit teachers around the country

How to Get Support

WEBINARS
Sign up for unlimited live webinars on topics of your choice with a Certified Training Specialist. Attend these in small groups or individually.

EMAIL
Email support conveniently puts you in touch with a Certified Training Specialist to quickly answer your questions.
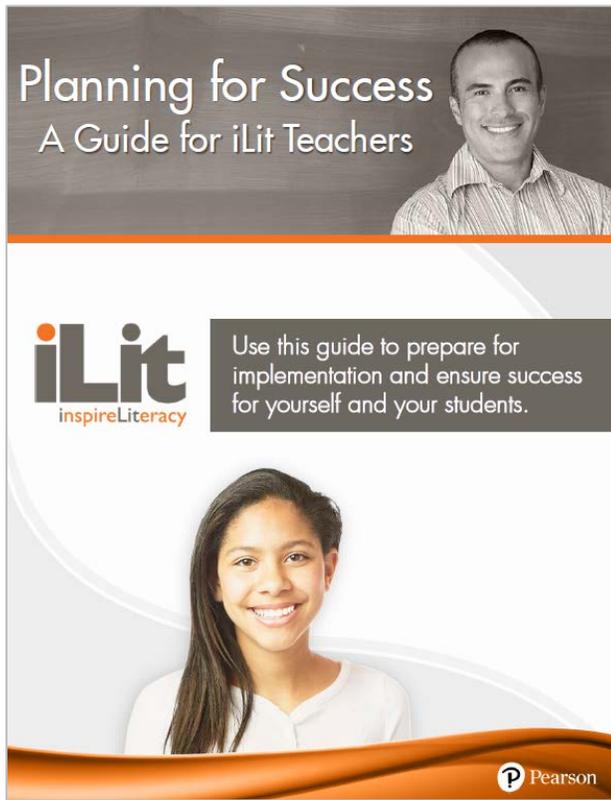
CALL
1-800-234-5832

ONLINE SUPPORT
https://Savvasnacommunity. force.com/support/s/

CHAT
The Live Chat feature connects you directly with a Certified Training Specialist for instant answers to your questions.

Note: In order for the links in this document to work, you must add **mySavvasTraining.com** to your trusted sites list.

Use this guide as you begin your iLit journey. Find valuable checklists that will help you prepare and teach. You can access the complete guide on my Savvas Training.

Planning for Success
A Guide for iLit Teachers

Use this guide to prepare for implementation and ensure success for yourself and your students.

iLit inspireLiteracy

Ⓟ Pearson

Classroom Management

☐ Protocol for logging in and out of devices

☐ Procedures for checking in and out devices efficiently

☐ Cues or signals to reengage students

☐ Clear expectations around the use of technology that align with school and district policies

☐ Policies for accessing websites during class

☐ Assignment completion procedures and timelines

☐ Ways to access iLit outside of school

☐ Plans for instruction in case of technical difficulties

Assign and Score Interactive Readers

☐ Assign the first Interactive Reader after students complete GRADE.
- Navigate to the Assignments tab in the Teacher App.
- Select the Unit and Week.
- Click on one of the nine Interactive Reader assignments listed.
- Select Send to class when you are ready to assign. The system will automatically filter the correct level to each student.

☐ Review the steps to follow for each Interactive Reader assignment.
1. Assign the Interactive Reader.
2. Students complete the assignment.
3. Score the Critical Response writing activity embedded within the Interactive Reader.
4. Assign the next Interactive Reader.

☐ Note: Score the Critical Response before assigning a new Interactive Reader so that the system has the most current and accurate data to use to differentiate following assignments. Use the Critical Response Rubric, located on ilitPLC.com.

Technology Tips

☐ Each student will need access to a personal device every day.

☐ Each teacher will need two devices—one device logged in to the Teacher App and the other connected to a projector.

☐ Charge all devices.

☐ Store devices so that students can easily access them.

☐ Install the iLit apps on all mobile devices. For best results, download the mobile apps from the official app store for your device.
- Download and install the Teacher App on all teacher devices.
- Download and install the Student App on all student devices.
- Access the web based Projector App via projectilit.com.

☐ When using a web browser on a computer, go to:
teachilit.com
learnilit.com
projectilit.com

Instructional Model

What will I teach each day? Use this handy instructional model overview and daily plan to help you prepare.

TIME TO READ	Students read independently or in small-group book clubs, choosing from the library of more than 3000 digital texts.
VOCABULARY	Whole-class and collaborative small-group instruction in Word Study and in selection and academic vocabulary focuses on words students will encounter in context during Read Aloud, Think Aloud.
READ ALOUD, THINK ALOUD	Teachers read aloud (or play professionally recorded audio) from an on-level anchor text—novels, nonfiction trade books, content area readers, poems, plays, articles, websites, short nonfiction texts, short stories, folklore—and use the instructional support and stopping points to model how good readers read.
CLASSROOM CONVERSATION	Students engage in collaborative conversation related to the weekly text.
WHOLE GROUP	Whole group instruction develops language arts skills and strategies.
WORK TIME	Students work independently and in small groups to apply and demonstrate what they've learned. Dozens of activity types are included, aligned to lessons and weeks of instruction.
WRAP UP	Lesson closure and homework suggestions are provided.

DAY 1	Time to Read	▶	Vocabulary	▶	Whole Group	▶	Work Time
DAY 2	Vocabulary	▶	Read Aloud, Think Aloud	▶	Classroom Conversation	▶	Work Time
DAY 3	Vocabulary	▶	Read Aloud, Think Aloud	▶	Whole Group	▶	Work Time
DAY 4	Vocabulary	▶	Read Aloud, Think Aloud	▶	Classroom Conversation	▶	Work Time
DAY 5	Time to Read	▶	Vocabulary	▶	Whole Group	▶	Work Time

Teacher Self Check

Use this self-check tool to track your progress as you learn how to use the different iLit features in your classroom. This is intended as a planning and reflection tool and <u>not</u> an evaluative tool.

Technology	My Comments
I ensured all students have a working device (tablet or laptop).	
I ensured all students were able to log in.	
I ensured all students were using the appropriate app.	
I ensured all students have internet access.	
I used the required technology (two devices and a projector)—one device was logged in to the Teacher App and the other was connected to a projector.	
I used the instructional display features throughout the lesson (i.e., **Broadcast**, **Selective Broadcast**, **Project**, **Expand**).	
I used the support buttons throughout the lesson (i.e., **ELL**, **UA**, **PD**), as needed.	
Time to Read	**My Comments**
I provided time for **independent reading**.	
I checked that students used the search features in the **Student Library**—to find books at the appropriate level that interest them.	
I instructed students to use the text features (i.e., **Translate**, **Dictionary**, **Picture Dictionary**, **Notes**).	
I conducted conferences with students—to monitor progress and comprehension.	
I captured conference notes on the students' **Conference Forms**.	
I projected the **Response Prompt**.	
I instructed students to respond to the **Response Prompt** in the **Journal** section of the **Student Notebook**.	
I facilitated **Book Clubs**—to help students who struggle to read independently or to vary **Time to Read** (optional).	
Vocabulary	**My Comments**
I sent the vocabulary surveys to students—as a pre-assessment of vocabulary words.	
I taught the vocabulary words—using contextual sentences, media, and interactive surveys.	
I sent the **Knowledge Checks** to students—to assess knowledge of each vocabulary word.	
I facilitated the **English Language Development** lesson (if applicable).	
I utilized the **Oops!** feature—to help English language learners recognize errors (only applicable to iLit ELL).	

Teacher Self Check

Read Aloud, Think Aloud	My Comments
I introduced the **Reading Strategy** (if applicable).	
I guided students to **recall** the previous day's text (if applicable).	
I **Read Aloud** or played the audio of the grade-level text—to model how a good reader reads and thinks.	
I modeled **Think Alouds** at the appropriate **Stopping Points**.	
I monitored students to ensure they are following along on their devices.	

Classroom Conversation	My Comments
I utilized **Conversation Starters**—to foster academic conversation.	
I provided opportunities for students to participate in conversations (i.e., **pairs**, **small groups**, or **whole group**).	
I facilitated text-dependent conversations around the **Read Aloud, Think Aloud** text.	
I instructed students to use evidence from the text.	
I utilized the **Routine Cards** (if applicable).	
I used the provided support for reluctant speakers (if applicable).	
I used the **Conversation Evaluation Form**—to evaluate students' involvement in classroom conversations.	

Whole Group	My Comments
I presented the reading skill or strategy.	
I modeled the reading skill or strategy.	
I provided direct instruction—on the reading skill, vocabulary terms, writing elements, or forms and functions of language.	
I facilitated the **Guide Practice** activities.	
I sent the **Knowledge Check** survey to students—to assess understanding.	
I facilitated the **Connect to Text** activities.	
I facilitated the **Vocabulary Pause** (if indicated).	
I encouraged students to write in their **Word Banks** during the **Vocabulary Pause** (in iLit 90).	
I instructed students to take notes—using the **Class Notes** section of the **Student Notebook**.	
I checked that students were using the **Student Notebook** features (i.e., create graphic organizers).	

Teacher Self Check

Work Time	My Comments
I introduced the **Daily Assignment**.	
I facilitated small-group instructional lessons for students identified by the program (i.e., **Daily Assignment Small Group**, **Reading Strategy Small Group**, **Phonics Small Group**).	
I instructed students to complete the **Daily Assignment**.	
I instructed students to work on any unfinished assignments in the **Assignments** tab of the Student App (i.e., **Phonics Reader**, **Word Slam**, **Study Plan**, **Interactive Reader**, **Extra Practice**, **Writing**).	
I modeled or explained how to complete **Assignments** (if applicable).	
I facilitated the **Word Study** lesson (if applicable).	
I facilitated the **Vocabulary Pause** (in iLit 45 and iLit ELL).	
I encouraged students to write in their **Word Banks** during the **Vocabulary Pause** (in iLit 45 and iLit ELL).	
I conferenced with individual students.	
Wrap Up	**My Comments**
I provided opportunities for students to share what they learned.	
I made an explicit connection to the lesson objective.	
I explained the homework assignment (if applicable).	
Assessment and Progress Monitoring	**My Comments**
I provided feedback to students—using iLit tools (i.e., rubrics, assessment data, **Conference Forms**).	
I administered Beginning-of-Year **GRADE** (prior to sending the first **Interactive Reader** assignments)—to establish the **Interactive Reader** level and baseline reading proficiency (if observable at this time).	
I administered Mid-Year **GRADE**—to measure reading proficiency growth (if observable at this time).	
I administered End-of-Year **GRADE**—to measure reading proficiency growth (if observable at this time).	
I sent **Interactive Reader** assignments—after scoring the previous week's **Interactive Reader** assignment.	
I scored all completed assignments in the **SCORE** state in the **Teacher App** (i.e., **Interactive Reader**, **iPractice** assignments).	
I administered the **Benchmark Assessment** at the end of the unit.	
I administered the **Reading Checks**.	

Digital Paths

Are you wondering how to navigate and incorporate all the iLit features and resources in your classroom? We have created **Digital Paths** to support you as you navigate the program.
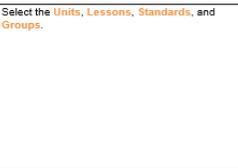
You can access the Digital Paths on my Savvas Training.

Do you need help...	Use this Digital Path
Using all the iLit Library features?	**iLit Library**
Navigating the Planner?	**Planner**

iLit Planner Digital Path

You no longer need to carry home a heavy Teacher's Edition!
The Planner will be your key to instruction. Follow this path to explore!

NOTE: To explore other iLit features, visit the **Digital Paths** on My Pearson Training.

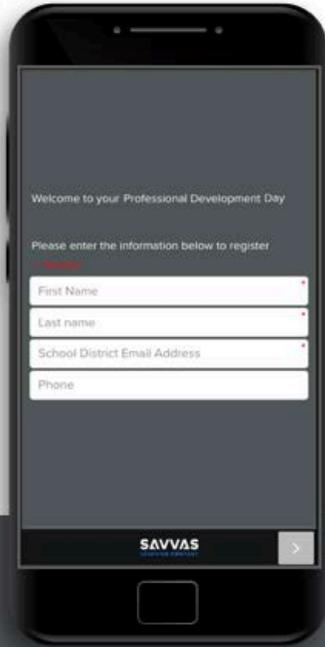| Digital Path	Click to Discover
Locate the Planner.	Select **Planner** at the bottom of the screen.
Select the Units, Lessons, Standards, and Groups.	Select the Units, Lessons, Standards, and Groups from the drop-down menus.
Explore the Week Overview.	Select a **unit**. The weeks will appear across the top of the screen. Read the **overview** for the week. You'll see the following: • Reminders for sending assignments • Suggestions for Supplemental Lessons or assignments based on student data • A brief summary of each lesson

Evaluation: Participant Survey

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